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1	Instructions for filling in workplan data					
2	Working from left to right across the spreadsheet, please note the following:					
3		Using the WHO Joint External Evaluation Tool 2.0, please organize your activities by JEE Action Package (i.e. Zoonotic Disease, AMR, etc). <a href="https://apps.who.int/iris/handle/10665/259961">https://apps.who.int/iris/handle/10665/259961</a>				
4		Complete the Overview Budget tab with annual FY20 budgets for each country Fill in the project name and country for each tab. Add a tab for each country.				
5	Column A	The Action Packages are pre-populated in column A. If activity does not fit within a specific action package and/or work toward increasing capacity within an action package, choose Other. <b>There may be several activities in each Action Package or in each Indicator</b>				
6	Column B	Choose the technical area/indicator relevant to your activity				
7	Column C	Most JEE scores are publicly available at <a href="http://www.who.int/ihr/procedures/mission-reports/en/">http://www.who.int/ihr/procedures/mission-reports/en/</a> If not publicly available, reach out to the USAID Mission for scores.				
8	Column D	In the Planned Activities column, please briefly describe each activity to be completed and how an activity relates action package technical area				
9	Column E-H	Note the quarter(s) each activity will be take place or be completed				
10	Column I	Indicate if completed activities can make the case for achievement of next capacity level. If not or not sure, list 1-2 substantive benchmarks or milestones the activities will achieve on the road to the next capacity level. Activities under each indicator will be linked/tied to a capacity level increase. Where applicable, either duplicate cell for activity or merge cells as shown. Partners are encouraged to use WHO's benchmark tool: <a href="https://www.who.int/ihr/publications/9789241515429/en/">https://www.who.int/ihr/publications/9789241515429/en/</a>				
11	Column J	Include related contextual information, where relevant				

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11				<a href="http://apps.who.int/iris/bitstream/10665/204368/1/9789241510172_eng.pdf">http://apps.who.int/iris/bitstream/10665/204368/1/9789241510172_eng.pdf</a>							

	A	B	C	D
1	<b>Action Package</b>	<b>JEE Indicators</b>	<b>JEE Score</b>	<b>Action Package</b>
2	Antimicrobial Resistance (AMR)	P.3.1 Antimicrobial resistance (AMR) detection		1 Antimicrobial Resistance (AMR)
3	Biosafety/Biosecurity	P.3.2 Surveillance of infections caused by AMR pathogens		2 Biosafety and biosecurity
4	Emergency Operations Centers	P.3.3 Healthcare associated infection (HCAI) prevention and control programs		3 Emergency response operations
5	Immunization	P.3.4 Antimicrobial stewardship activities		4 Immunization
6	Medical Countermeasures	P.4.1 Surveillance systems in place for priority zoonotic diseases/pathogens		5 Medical countermeasures and person
7	National Lab System	P.4.2 Veterinary or Animal Health Workforce		National laboratory system
8	Public Health and Law Rapid Response	P.4.3 Mechanisms for responding to zoonosis and potential zoonosis are established and functi		Linking public health and security autl
9	Reporting / Information Systems	P.6.1 Whole-of-Government biosafety and biosecurity system is in place for human, animal, and		Reporting
10	Surveillance	P.6.2 Biosafety and biosecurity training and practices		Surveillance
11	Workforce Development	P.7.1 Vaccine coverage (measles) as part of national program		Human resources
12	Zoonotic Disease	P.7.2 National vaccine access and delivery		Zoonotic Disease
13	Other	D.1.1 Laboratory testing for detection of priority diseases		Risk communication
14		D.1.2 Specimen referral and transport system		Emergency preparedness
15		D.1.3 Effective modern point of care and laboratory based diagnostics		Other
16		D.1.4 Laboratory Quality System		
17		D.2.1 Indicator and event based surveillance systems		
18		D.2.2 Inter-operable, interconnected, electronic real-time reporting system		
19		D.2.3 Analysis of surveillance data		
20		D.2.4 Syndromic surveillance systems		
21		D.3.1 System for efficient reporting to WHO, FAO and OIE		
22		D.3.2 Reporting network and protocols in country		
23		D.4.1 Human resources are available to implement IHR core capacity requirements		
24		D.4.2 Field Epidemiology Training Program or other applied epidemiology training program in place		
25		D.4.3 Workforce strategy		
26		R.2.1 Capacity to Activate Emergency Operations		
27		R.2.2 Emergency Operations Center Operating Procedures and Plans		
28		R.2.3 Emergency Operations Program		
29		R.2.4 Case management procedures are implemented for IHR relevant hazards.		
30		R.3.1 Public Health and Security Authorities, (e.g. Law Enforcement, Border Control, Customs) linked during a suspect or confirmed		
31		R.4.1 System is in place for sending and receiving medical countermeasures during a public health emergency		
32		R.4.2 System is in place for sending and receiving health personnel during a public health emergency		
33		R.5.1 Risk Communication Sysetms (plans, mechanisms, etc)		
34		R.5.2 Internal and Partner Communication and Coordination		
35		R.5.3 Public Communication		
36		R.5.4 Communication Engagement with Affected Communities		
37		R.5.5 Dynamic Listening and Rumour Management		
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	E	F	G	H	I	J	K	L	M	N	O
1	<b>JEE Indicators</b>										
2	P.3.1 Effective multisectoral coordination on AMR										
3	P.3.2 Surveillance of AMR										
4	P.3.3 Infection prevention and control										
5	P.3.4 Optimize use of antimicrobial medicines in human and animal health and agriculture										
6	P.4.1 Coordinated surveillance systems in place in the animal health and public health sectors for zoonotic diseases/pathogens identified as joint priorities										
7	P.4.2 Mechanisms for responding to infectious and potential zoonotic diseases established and functional										
8	P.6.1 Whole-of-government biosafety and biosecurity system in place for all sectors (including human, animal and agriculture facilities)										
9	P.6.2 Biosafety and biosecurity training and practices in all relevant sectors (including human, animal and agriculture)										
10	P.7.1 Vaccine coverage (measles) as part of national programme										
11	P.7.2 National vaccine access and delivery										
12	D.1.1 Laboratory testing for detection of priority diseases										
13	D.1.2 Specimen referral and transport system										
14	D.1.3 Effective national diagnostic network										
15	D.1.4 Laboratory quality system										
16	D.2.1 Surveillance systems										
17	D.2.2 Use of electronic tools										
18	D.2.3 Analysis of surveillance data										
19	D.3.1 System for efficient reporting to FAO, OIE and WHO										
20	D.3.2 Reporting network and protocols in country										
21	D.4.1 An up-to-date multisectoral workforce strategy is in place										
22	D.4.2 Human resources are available to effectively implement IHR										
23	D.4.3 In-service trainings are available										
24	D.4.4 FETP or other applied epidemiology training programme is in place										
25	R.1.1 Strategic emergency risk assessments conducted and emergency resources identified and mapped										
26	R.1.2 National multisectoral multihazard emergency preparedness measures, including emergency response plans are developed, implemented and tested										
27	R.2.1 Emergency Response coordination										
28	R.2.2 Emergency operations centre (EOC) capacities, procedures and plans										
29	R.2.3 Emergency exercise management programme										
30	R.3.1 Public health and security authorities (e.g. law enforcement, border control, customs) linked during a suspect or confirmed biological, chemical or radiological event										
31	R.4.1 System in place for activating and coordinating medical countermeasures during a public health emergency										
32	R.4.2 System in place for activating and coordinating health personnel during a public health emergency										
33	R.4.3 Case management procedures implemented for IHR relevant hazards										
34	R.5.1 Risk Communication Systems (plans, mechanism, etc)										
35	R.5.2 Internal and partner coordination for emergency risk communication										
36	R.5.3 Public communication for emergencies										
37	R.5.4 Communication engagement with affected communities										
38	R.5.5 Addressing perceptions, risky behaviors and misinformation										

	A	B	C	D	E	F	G	H
1	Project Name:	One Health Work						
2	Country:	Cameroon						
3	Action Package (choose from drop-down)	Indicator	JEE Baseline or self-assessment (2017)	Planned activities to reach next level or key benchmark that can be accomplished during the period	Expected Quarter completion			
4					FY20Q 1	FY20Q 2	FY20Q 3	FY20Q 4
5	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Enhance resource sharing, collaboration, and learning across university networks to support high-quality pre-service education in One Health and to provide stakeholders access to information on the pipeline of One Health graduates for workforce assessment.				
6	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Develop a standardized One Health competency assessment toolkit using a capability maturity model in which trainees who will be entering the workforce can be evaluated at the basic, proficient, and advanced levels.				
7	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Engage One Health coordinating bodies to support workforce assessment and tracking.				
8	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Support One Health policies at national and local levels, including strategies for a multisectoral workforce.				
9	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Evaluate and strengthen existing pre-service and in-service training opportunities for workforce development.				
10	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Establish an engaged multidisciplinary network of One Health professionals who can be activated during health emergencies.				
11	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the workforce by engaging in-service professionals in online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP).				
12	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the functional and organizational capacities of the regional One Health University Networks as leaders in One Health workforce development.				

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3	<b>Projected Capacities</b>
4	<b>Indicate if completed activities can make the case for achievement of next capacity level. If not or not sure, list 1-2 substantive benchmarks or milestones the activities will achieve on the road to the next capacity level.</b>
5	Establish a digital knowledge management platform that enhances resource sharing, collaboration, and learning across the university networks. The platform will enable the networks, universities, and other OHW-NG stakeholders to access information on both the current workforce and the pipeline of One Health graduates, assess the effectiveness of training activities, identify areas in which improved One Health competence is needed, and assess impact by triangulating training and assessment data with data on health outcomes.
6	Develop an assessment tool that will enable universities to implement systematic One Health competency assessments. The tool will be used to evaluate the performance of One Health graduates in the workforce and help determine where gaps exist, and how training programs can be updated to improve competencies.
7	Review existing data and fill gaps to map coordination of One Health workforce activities, identify multisectoral partnerships for OHW planning and management, identify opportunities to enhance OHW coordination, and assist universities in identifying ways to support OHW coordinating bodies.
8	Participate in local and national stakeholder meetings to support One Health policies and coordinate with partners on strategies to promote a multisectoral workforce and to institutionalize One Health approaches.
9	<a href="#">Evaluate existing training programs utilizing a prototype tool developed as a model for workforce planning and development by the One Health Workforce Program.</a>
10	Establish a virtual One Health Academy that fosters a global network of One Health professionals. The Academy will be designed to provide opportunities to improve training techniques, research collaboration, and international visibility of One Health network contributions to knowledge and workforce development.
11	Utilizing Project ECHO, engage in-service professionals spanning multiple disciplines across the government and private sectors (veterinary medicine, public health, agriculture, pharmaceuticals, wildlife and natural resources) in sustainable virtual training opportunities on One Health.
12	Provide the OH University Networks with multi-modal capacity-building to enhance their organizations in a stepwise approach, measurably improving across all seven domains of USAID's Organizational Capacity Assessment Tool (governance, administration, human resources, financial management, organizational management, program management, and project performance management).

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3	Additional context related to GHSA Action Packages (e.g. Types of labs, planned pathogen testing, universities) If applicable, indicate partnerships with other implementers/donors/governments needed to achieve targets									
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5	The knowledge management platform enables the national health system access to real-time data for workforce monitoring, assessments, and insights equipping all sectors with intelligence on human resources available for health emergencies and routine decision making.									
6	The assessment tool empowers the national health system with knowledge on current workforce capacities to inform decision making and strategies for human resource and health workforce strengthening.									
7	One Health University Networks will actively engage with One Health Coordination Platforms and Desks to encourage and nurture multi-sectoral communication and national health security.									
8	Technical support is provided to guide strategy on one health workforce retention, promotion of continuous education as well as a qualified workforce strengthening national health security.									
9	OHW-NG will collect, compile and analyze existing training programs against the prototype, identify gaps, and provide recommendations for improvements based on the national workforce capacity improvement plan.									
10	The Academy offers the opportunity to further develop multidisciplinary experts capable of promoting capacity for epidemic preparedness and control both within the country and region.									
11	Sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship ensuring appropriate human resources are available in relevant sectors at national and international levels.									
12	Network organizational capacity ensures the continuous development of human resources in both the required sectors and levels to support health security of the country and region.									

	A	B	C	D	E	F	G	H
13	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Provide innovative pre-service and in-service training opportunities to students and early career professionals through the Rx One Health Field Institute.				
14	Human resources	D.4.3 In-service trainings are available	3	Strengthen the workforce by providing online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP) for One Health faculty and in-service professionals.				
15	Human resources	D.4.3 In-service trainings are available	3	Curate and update existing One Health training materials and evaluation tools, and develop new One Health curricula content to help build a well-trained and technically proficient workforce pipeline.				
16	Human resources	D.4.3 In-service trainings are available	3	Strengthen the workforce through development of continuing professional development programs.				
17	Human resources	D.4.3 In-service trainings are available	3	Disseminate and promote policies and practices that improve biosecurity and biosafety.				
18	Other			Strengthen research capacity and expand research collaborations among One Health Professionals.				
19	Other			Strengthen the workforce pipeline through linking networks of students and providing innovative experiential pre-service learning opportunities.				
20	Other			Strengthen resource mobilization capacity and research collaborations among One Health professionals.				
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13	The Rx One Health Field Institute is a transformative 4-week field-based experiential learning course focused on One Health core competencies for graduate students and early career professionals from all disciplines. Organized and taught by experts from the OHW-NG global team, Sokoine University of Agriculture, and Ifakara Health Institute, Rx One Health participants from around the world develop skills in community engagement, biorisk management, research methods, ecosystem dynamics, infectious disease surveillance, biosafety, biosecurity, food safety, agriculture, hydrology, marine ecology, risk communication, ethics, teamwork, and One Health leadership. The course includes hands-on, practical learning experiences, case studies, group discussions and field exercises in Tanzania, East Africa.
14	Establish sustainable online training opportunities for students, university faculty, and in-service professionals on One Health.
15	Curate One Health trainings and evaluation tools across academic institutions into a One Health Academy. The One Health Academy will offer pre-service and in-service trainees a menu of activities to achieve one or more of the 16 One Health competencies, and to earn official recognition at each stage.
16	Develop a six-month continuing professional development program in antimicrobial resistance.
17	Disseminate and promote the National Code of Conduct in Biosecurity and Biosafety developed by the One Health Workforce Program.
18	Conduct a competitive grant program to support One Health research and training opportunities for faculty and students among universities linked through the One Health network.
19	Link networks of students from various disciplines through a nation-wide network of Students One Health Innovation Clubs (SOHICs) to support One Health experiential learning opportunities, promote multidisciplinary collaboration, and engage with local communities to improve knowledge and awareness on important health issues.
20	Provide grant proposal development training opportunities for faculty to increase resource mobilization capacity among universities linked through the One Health network.
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13	The participants who will join this experiential learning course are from diverse backgrounds. The course aims to improve knowledge and capacity of the participants in a broad range of One Health skills needed to effectively implement IHR.									
14	The sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship. These trainings will establish skills and competency standards for the OH workforce targeting gaps in health security as identified by the JEE.									
15	Offerings will be tailored to address workforce and health security gaps. OHW-NG will work with regulatory bodies to adopt this OH Academy structure in their continuing professional development programs at a national level, to allow for formal credentialing of health professionals and further guaranteeing a well-trained and effective health workforce.									
16	Professionals in the academic, government, and private sectors will be engaged in the adaptation of an in-service training in antimicrobial resistance into a six-month continuing professional development program. The program will be institutionalized at the University of Buea and the University of the Mountains in Cameroon.									
17	The National Code of Conduct in Biosecurity and Biosafety will be shared with key stakeholders, including the government ministries, National One Health Platform, and Emerging Pandemic Threat program partners, and made publically available. OHW-NG will engage with these key stakeholders to advocate for official adoption of the code in Cameroon.									
18	The competitive grant program will promote interdisciplinary research in research areas prioritized by the government. The Cameroon Ministry of Higher Education (MINESUP), National One Health Platform, and USAID will be engaged in the selection of awardees.									
19	Students One Health Innovations Clubs (SOHICs) provide students with opportunities for multidisciplinary collaboration and experiential learning opportunities designed to develop and strengthen One Health skills and competencies.									
20	Grant-writing workshops will be offered to build the capability of university faculty to lead One Health research and workforce development.									
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1	Project Name:	One Health Work						
2	Country:	DRC						
3	Action Package (choose from drop-down)	Indicator	JEE Baseline or self-assessment (2018)	Planned activities to reach next level or key benchmark that can be accomplished during the period	Expected Quarter completion			
4					FY20Q 1	FY20Q 2	FY20Q 3	FY20Q 4
5	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	2	Enhance resource sharing, collaboration, and learning across university networks to support high-quality pre-service education in One Health and to provide stakeholders access to information on the pipeline of One Health graduates for workforce assessment.				
6	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	2	Develop a standardized One Health competency assessment toolkit using a capability maturity model in which trainees who will be entering the workforce can be evaluated at the basic, proficient, and advanced levels.				
7	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	2	Engage One Health coordinating bodies to support workforce assessment and tracking.				
8	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	2	Support One Health policies at national and local levels, including strategies for a multisectoral workforce.				
9	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Establish an engaged multidisciplinary network of One Health professionals who can be activated during health emergencies.				
10	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the workforce by engaging in-service professionals in online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP).				
11	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the functional and organizational capacities of the regional One Health University Networks as leaders in One Health workforce development.				

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3	<b>Projected Capacities</b>	<b>Additional context related to GHSA Action Packages (e.g. Types of labs, planned pathogen testing, universities) If applicable, indicate partnerships with other implementers/donors/governments needed to achieve targets</b>					
4	<b>Indicate if completed activities can make the case for achievement of next capacity level. If not or not sure, list 1-2 substantive benchmarks or milestones the activities will achieve on the road to the next capacity level.</b>						
5	Establish a digital knowledge management platform that enhances resource sharing, collaboration, and learning across the university networks. The platform will enable the networks, universities, and other OHW-NG stakeholders to access information on both the current workforce and the pipeline of One Health graduates, assess the effectiveness of training activities, identify areas in which improved One Health competence is needed, and assess impact by triangulating training and assessment data with data on health outcomes.	The knowledge management platform enables the national health system access to real-time data for workforce monitoring, assessments, and insights equipping all sectors with intelligence on human resources available for health emergencies and routine decision making.					
6	Develop an assessment tool that will enable universities to implement systematic One Health competency assessments. The tool will be used to evaluate the performance of One Health graduates in the workforce and help determine where gaps exist, and how training programs can be updated to improve competencies.	The assessment tool empowers the national health system with knowledge on current workforce capacities to inform decision making and strategies for human resource and health workforce strengthening.					
7	Review existing data and fill gaps to map coordination of One Health workforce activities, identify multisectoral partnerships for OHW planning and management, identify opportunities to enhance OHW coordination, and assist universities in identifying ways to support OHW coordinating bodies.	One Health University Networks will actively engage with One Health Coordination Platforms and Desks to encourage and nurture multi-sectoral communication and national health security.					
8	Participate in local and national stakeholder meetings to support One Health policies and coordinate with partners on strategies to promote a multisectoral workforce and to institutionalize One Health approaches.	Technical support is provided to guide strategy on one health workforce retention, promotion of continuous education as well as a qualified workforce strengthening national health security.					
9	Establish a virtual One Health Academy that fosters a global network of One Health professionals. The Academy will be designed to provide opportunities to improve training techniques, research collaboration, and international visibility of One Health network contributions to knowledge and workforce development.	The Academy offers the opportunity to further develop multidisciplinary experts capable of promoting capacity for epidemic preparedness and control both within the country and region.					
10	Utilizing Project ECHO, engage in-service professionals spanning multiple disciplines across the government and private sectors (veterinary medicine, public health, agriculture, pharmaceuticals, wildlife and natural resources) in sustainable virtual training opportunities on One Health.	Sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship ensuring appropriate human resources are available in relevant sectors at national and international levels.					
11	Provide the OH University Networks with multi-modal capacity-building to enhance their organizations in a stepwise approach, measurably improving across all seven domains of USAID's Organizational Capacity Assessment Tool (governance, administration, human resources, financial management, organizational management, program management, and project performance management).	Network organizational capacity ensures the continuous development of human resources in both the required sectors and levels to support health security of the country and region.					

	A	B	C	D	E	F	G	H
12	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Provide innovative pre-service and in-service training opportunities to students and early career professionals through the Rx One Health Field Institute.				
13	Human resources	D.4.3 In-service trainings are available	3	Strengthen the workforce by providing online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP) for One Health faculty and in-service professionals.				
14	Human resources	D.4.3 In-service trainings are available	3	Curate and update existing One Health training materials and evaluation tools, and develop new One Health curricula content to help build a well-trained and technically proficient workforce pipeline.				
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12	The Rx One Health Field Institute is a transformative 4-week field-based experiential learning course focused on One Health core competencies for graduate students and early career professionals from all disciplines. Organized and taught by experts from the OHW-NG global team, Sokoine University of Agriculture, and Ifakara Health Institute, Rx One Health participants from around the world develop skills in community engagement, biorisk management, research methods, ecosystem dynamics, infectious disease surveillance, biosafety, biosecurity, food safety, agriculture, hydrology, marine ecology, risk communication, ethics, teamwork, and One Health leadership. The course includes hands-on, practical learning experiences, case studies, group discussions and field exercises in Tanzania, East Africa.	The participants who will join this experiential learning course are from diverse backgrounds. The course aims to improve knowledge and capacity of the participants in a broad range of One Health skills needed to effectively implement IHR.					
13	Establish sustainable online training opportunities for students, university faculty, and in-service professionals on One Health.	The sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship. These trainings will establish skills and competency standards for the OH workforce targeting gaps in health security as identified by the JEE.					
14	Curate One Health trainings and evaluation tools across academic institutions into a One Health Academy. The One Health Academy will offer pre-service and in-service trainees a menu of activities to achieve one or more of the 16 One Health competencies, and to earn official recognition at each stage.	Offerings will be tailored to address workforce and health security gaps. OHW-NG will work with regulatory bodies to adopt this OH Academy structure in their continuing professional development programs at a national level, to allow for formal credentialing of health professionals and further guaranteeing a well-trained and effective health workforce.					
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1	Project Name:	One Health Work						
2	Country:	Ethiopia						
3			JEE Baseline or self-assessment (2016)	Planned activities to reach next level or key benchmark that can be accomplished during the period	Expected Quarter completion			
4	Action Package (choose from drop-down)	Indicator			FY20Q 1	FY20Q 2	FY20Q 3	FY20Q 4
5	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Enhance resource sharing, collaboration, and learning across university networks to support high-quality pre-service education in One Health and to provide stakeholders access to information on the pipeline of One Health graduates for workforce assessment.				
6	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Develop a standardized One Health competency assessment toolkit using a capability maturity model in which trainees who will be entering the workforce can be evaluated at the basic, proficient, and advanced levels.				
7	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Engage One Health coordinating bodies to support workforce assessment and tracking.				
8	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Support One Health policies at national and local levels, including strategies for a multisectoral workforce.				
9	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Establish an engaged multidisciplinary network of One Health professionals who can be activated during health emergencies.				
10	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the workforce by engaging in-service professionals in online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP).				
11	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the functional and organizational capacities of the regional One Health University Networks as leaders in One Health workforce development.				

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3	<b>Projected Capacities</b>	<b>Additional context related to GHSA Action Packages (eg. Types of labs, planned pathogen testing, universities) If applicable, indicate partnerships with other implementers/donors/governments needed to achieve targets</b>			
4	Indicate if completed activities can make the case for achievement of next capacity level. If not or not sure, list 1-2 substantive benchmarks or milestones the activities will achieve on the road to the next capacity level.				
5	Establish a digital knowledge management platform that enhances resource sharing, collaboration, and learning across the university networks. The platform will enable the networks, universities, and other OHW-NG stakeholders to access information on both the current workforce and the pipeline of One Health graduates, assess the effectiveness of training activities, identify areas in which improved One Health competence is needed, and assess impact by triangulating training and assessment data with data on health outcomes.	The knowledge management platform enables the national health system access to real-time data for workforce monitoring, assessments, and insights equipping all sectors with intelligence on human resources available for health emergencies and routine decision making.			
6	Develop an assessment tool that will enable universities to implement systematic One Health competency assessments. The tool will be used to evaluate the performance of One Health graduates in the workforce and help determine where gaps exist, and how training programs can be updated to improve competencies.	The assessment tool empowers the national health system with knowledge on current workforce capacities to inform decision making and strategies for human resource and health workforce strengthening.			
7	Review existing data and fill gaps to map coordination of One Health workforce activities, identify multisectoral partnerships for OHW planning and management, identify opportunities to enhance OHW coordination, and assist universities in identifying ways to support OHW coordinating bodies.	One Health University Networks will actively engage with One Health Coordination Platforms and Desks to encourage and nurture multi-sectoral communication and national health security.			
8	Participate in local and national stakeholder meetings to support One Health policies and coordinate with partners on strategies to promote a multisectoral workforce and to institutionalize One Health approaches.	Technical support is provided to guide strategy on one health workforce retention, promotion of continuous education as well as a qualified workforce strengthening national health security.			
9	Establish a virtual One Health Academy that fosters a global network of One Health professionals. The Academy will be designed to provide opportunities to improve training techniques, research collaboration, and international visibility of One Health network contributions to knowledge and workforce development.	The Academy offers the opportunity to further develop multidisciplinary experts capable of promoting capacity for epidemic preparedness and control both within the country and region.			
10	Utilizing Project ECHO, engage in-service professionals spanning multiple disciplines across the government and private sectors (veterinary medicine, public health, agriculture, pharmaceuticals, wildlife and natural resources) in sustainable virtual training opportunities on One Health.	Sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship ensuring appropriate human resources are available in relevant sectors at national and international levels.			
11	Provide the OH University Networks with multi-modal capacity-building to enhance their organizations in a stepwise approach, measurably improving across all seven domains of USAID's Organizational Capacity Assessment Tool (governance, administration, human resources, financial management, organizational management, program management, and project performance management).	Network organizational capacity ensures the continuous development of human resources in both the required sectors and levels to support health security of the country and region.			



	A	B	C	D	E	F	G	H
12	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Provide innovative pre-service and in-service training opportunities to students and early career professionals through the Rx One Health Field Institute.				
13	Human resources	D.4.3 In-service trainings are available	3	Strengthen the workforce by providing online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP) for One Health faculty and in-service professionals.				
14	Human resources	D.4.3 In-service trainings are available	3	Curate and update existing One Health training materials and evaluation tools, and develop new One Health curricula content to help build a well-trained and technically proficient workforce pipeline.				
15	Other			Provide innovative pre-service learning opportunities via One Health case competitions.				
16	Other			Provide experiential learning opportunities for students through research, training, and community engagement at One Health demonstration sites.				
17	Other			Strengthen resource mobilization capacity and research collaborations among faculty.				
18	Other			Strengthen capacity of faculty in scientific manuscript writing.				
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12	The Rx One Health Field Institute is a transformative 4-week field-based experiential learning course focused on One Health core competencies for graduate students and early career professionals from all disciplines. Organized and taught by experts from the OHW-NG global team, Sokoine University of Agriculture, and Ifakara Health Institute, Rx One Health participants from around the world develop skills in community engagement, biorisk management, research methods, ecosystem dynamics, infectious disease surveillance, biosafety, biosecurity, food safety, agriculture, hydrology, marine ecology, risk communication, ethics, teamwork, and One Health leadership. The course includes hands-on, practical learning experiences, case studies, group discussions and field exercises in Tanzania, East Africa.	The participants who will join this experiential learning course are from diverse backgrounds. The course aims to improve knowledge and capacity of the participants in a broad range of One Health skills needed to effectively implement IHR.			
13	Establish sustainable online training opportunities for students, university faculty, and in-service professionals on One Health.	The sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship. These trainings will establish skills and competency standards for the OH workforce targeting gaps in health security as identified by the JEE.			
14	Curate One Health trainings and evaluation tools across academic institutions into a One Health Academy. The One Health Academy will offer pre-service and in-service trainees a menu of activities to achieve one or more of the 16 One Health competencies, and to earn official recognition at each stage.	Offerings will be tailored to address workforce and health security gaps. OHW-NG will work with regulatory bodies to adopt this OH Academy structure in their continuing professional development programs at a national level, to allow for formal credentialing of health professionals and further guaranteeing a well-trained and effective health workforce.			
15	Conduct One Health case competitions at universities in which multidisciplinary teams of students will strive to develop the best solution to One Health challenges facing local communities. Case studies that are relevant to the local context will be used to enhance students' knowledge and skills in One Health.	The competitions will be conducted at the Jimma and Mekelle Universities. Subject matter experts will be invited to support student teams on various topics including public health systems, community interventions, ethics and other topics of importance to the GHSA in Ethiopia. The case competitions will build skills in students across different academic disciplines to work together to address infectious disease challenges using One Health approaches. Students selected from different academic departments will be randomly grouped into multidisciplinary teams during the case competitions to promote collaboration.			
16	Conduct student field attachments at One Health demonstration sites. A field attachment is an intensive experiential learning course in which multidisciplinary student teams gain One Health competencies.	Students, under the mentorship of faculty, will gain experience and skills in community entry, effective communication, leadership, and collaboration, in addition to enhancing competencies in technical areas, such as disease management. The student teams will work at two One Health demonstration sites (Hashenge in Mekelle and at Gilgel Ghibe in Jimma Zone) to conduct a community diagnosis, set priorities, and implement a community intervention based on the prioritized community challenges during the field attachment. In addition, the data gathered during the field attachment will be used by the respective universities to design various research and community service projects in collaboration with district officers.			
17	Provide scientific manuscript writing training opportunities for faculty to increase capacity among universities linked through the One Health network.	Scientific publication writing workshops will be offered to build the capability of university faculty to publish/disseminate research findings in peer-reviewed literature.			
18	Provide grant proposal development training opportunities for faculty to increase resource mobilization capacity among universities linked through the One Health network.	Grant-writing workshops will be offered to build the capability of university faculty to lead One Health research and workforce development.			
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1	Project Name:	One Health Work						
2	Country:	Indonesia						
3					Expected Quarter completion			
	Action Package (choose from drop-down)	Indicator	JEE Baseline or self-assessment (2017)	Planned activities to reach next level or key benchmark that can be accomplished during the period	FY20Q 1	FY20Q 2	FY20Q 3	FY20Q 4
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5	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Enhance resource sharing, collaboration, and learning across university networks to support high-quality pre-service education in One Health and to provide stakeholders access to information on the pipeline of One Health graduates for workforce assessment.				
6	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Develop a standardized One Health competency assessment toolkit using a capability maturity model in which trainees who will be entering the workforce can be evaluated at the basic, proficient, and advanced levels.				
7	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Engage One Health coordinating bodies to support workforce assessment and tracking.				
8	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Support One Health policies at national and local levels, including strategies for a multisectoral workforce.				
9	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Engage with Government of Indonesia and other One health coordinating bodies to develop and synchronize INDOHUN-One Health Workforce workplan to enhance OHW coordination and collaboration				

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3	<b>Projected Capacities</b>	<b>Additional context related to GHSA Action Packages (eg. Types of labs, planned pathogen testing, universities) If applicable, indicate partnerships with other implementers/donors/governments needed to achieve targets</b>		
4	Indicate if completed activities can make the case for achievement of next capacity level. If not or not sure, list 1-2 substantive benchmarks or milestones the activities will achieve on the road to the next capacity level.			
5	Establish a digital knowledge management platform that enhances resource sharing, collaboration, and learning across the university networks. The platform will enable the networks, universities, and other OHW-NG stakeholders to access information on both the current workforce and the pipeline of One Health graduates, assess the effectiveness of training activities, identify areas in which improved One Health competence is needed, and assess impact by triangulating training and assessment data with data on health outcomes.	The knowledge management platform enables the national health system access to real-time data for workforce monitoring, assessments, and insights equipping all sectors with intelligence on human resources available for health emergencies and routine decision making.		
6	Develop an assessment tool that will enable universities to implement systematic One Health competency assessments. The tool will be used to evaluate the performance of One Health graduates in the workforce and help determine where gaps exist, and how training programs can be updated to improve competencies.	The assessment tool empowers the national health system with knowledge on current workforce capacities to inform decision making and strategies for human resource and health workforce strengthening.		
7	Review existing data and fill gaps to map coordination of One Health workforce activities, identify multisectoral partnerships for OHW planning and management, identify opportunities to enhance OHW coordination, and assist universities in identifying ways to support OHW coordinating bodies.	One Health University Networks will actively engage with One Health Coordination Platforms and Desks to encourage and nurture multi-sectoral communication and national health security.		
8	Participate in local and national stakeholder meetings to support One Health policies and coordinate with partners on strategies to promote a multisectoral workforce and to institutionalize One Health approaches.	Technical support is provided to guide strategy on one health workforce retention, promotion of continuous education as well as a qualified workforce strengthening national health security.		
9	There will be a series of meetings including: (i) INDOHUN work plan internal meeting; (ii) Executive Board meeting; (iii) One Health Collaborating Center (OHCC) coordinator meeting; (iv) Stakeholders meeting inviting Ministry of Health, Ministry of Agriculture, Ministry of Education and Culture, Ministry of Environment and Forestry, Ministry of Foreign Affairs, Ministry of Defense, Coordinating Ministry for Human Development and Cultural Affairs and other relevant institutions; and (v) Work plan finalization meeting. The overall aims of these activities are: (i) to develop an initial work plan document across internal department of NCO (National Coordinating Office) that can be used as a preliminary materials; (ii) to have input from INDOHUN Executive Board; (iii) to synchronize OHCC's workplan with OHW-GHS plan and overall goals; (iv) to synchronize INDOHUN outcomes and deliverables with Government of Indonesia's strategic plans and purposes. These activities will foster the implementation of One Health training programs that are highly relevant and synchronize with Gol needs.	To develop effective and sustainable outcomes that support global health security and the OHW-NG Project, coordination and communication among relevant stakeholders including INDOHUN Executive Board, OHCC coordinators and Government of Indonesia (Gol) is a crucial part. Accordingly, INDOHUN will initiate several coordination meetings and work planning workshops to develop a robust and effective workplan for OHW-GHS. These activities will synchronize OHW's plan with the Government of Indonesia's plans and national strategies.		

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10	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Empower One Health Collaborating Centres to become sustainable institutions to share best practices, discuss challenges, and build competencies through various training, research, and educational offerings				
11	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Establish an engaged multidisciplinary network of One Health professionals who can be activated during health emergencies.				
12	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the workforce by engaging in-service professionals in online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP).				
13	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the functional and organizational capacities of the regional One Health University Networks as leaders in One Health workforce development.				
14	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Implementation of One Health curricula for government health officers				
15	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Work with public and private partners to bridge partnerships and create training for One Health practitioners				

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10	During the first year of OHW-NG, there are at least 3 main activities that will be carried out by OHCCs, including One Health Student Club (OHSC) establishment, online/offline seminars and training, and collaborative proposal development. Sharing lessons learned session from OHCC Udayana will be performed with the other OHCCs. The online/offline seminar or training that has a main objective to promote and discuss One Health issues with students, academicians, local governments, as well as the general public in 5 regional areas. At least 100 participants are targeted to join the seminar. every OHCC is expected to develop at least one collaborative proposal with national and/or international partners for obtaining other streams of funding. The proposal should address One health problems in Indonesia, particularly in their region.	Through these activities, OHCCs will work to become a network hub for the universities in the region, promoting training that increases the workforce capacity to respond to health security emergencies.		
11	Establish a virtual One Health Academy that fosters a global network of One Health professionals. The Academy will be designed to provide opportunities to improve training techniques, research collaboration, and international visibility of One Health network contributions to knowledge and workforce development.	The Academy offers the opportunity to further develop multidisciplinary experts capable of promoting capacity for epidemic preparedness and control both within the country and region.		
12	Utilizing Project ECHO, engage in-service professionals spanning multiple disciplines across the government and private sectors (veterinary medicine, public health, agriculture, pharmaceuticals, wildlife and natural resources) in sustainable virtual training opportunities on One Health.	Sessions will focus on important global health issues, such as the COVID-19 outbreak response ensuring appropriate human resources are available in relevant sectors at national and international levels.		
13	Provide the OH University Networks with multi-modal capacity-building to enhance their organizations in a stepwise approach, measurably improving across all seven domains of USAID's Organizational Capacity Assessment Tool (governance, administration, human resources, financial management, organizational management, program management, and project performance management).	Network organizational capacity ensures the continuous development of human resources in both the required sectors and levels to support health security of the country and region.		
14	Continue to support Ciloto Health Training Center during preparation and implementation of the training program for government health officers. This will involve the zoonotic directorate in MoH for coordination and implementation of the zoonotic training with Ciloto Health Center. In 2020, Ciloto Health Training Center will conduct 10-12 training sessions with 360 targeted participants across health professions using modules that INDOHUN developed. INDOHUN will assist the development of training competencies and curricula according to current public health challenges and skill demands in Indonesia by including relevant experts and joint preparation meetings, as well as providing trainers and staff to support the implementation of the training	Trainings target Government health officers increasing the health workforce capacity of the country to respond and control health security threats.		
15	INDOHUN will focus on engaging the public and private sectors to identify or design potential training programs, and to create high quality content materials for prospective training that is relevant to current health security challenges. INDOHUN will collaborate with various stakeholders such as universities, Ministry of Health, professional organizations, and Education Technology Startups or private companies (e.g. private hospitals, pharmacy companies, livestock companies, biomolecular technology companies, biomedical companies, etc.). Two meetings in Jakarta will be undertaken for bridging these partnerships. In addition, webinars will be held twice, focused on interesting One Health topics which are aligned with current health security challenges.	The participants who will join the webinar are welcomed from diverse sectors. This collaboration is aimed to improve knowledge and capacity of Indonesia's health workforce through strengthening public-private partnerships.		

	A	B	C	D	E	F	G	H
16	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Provide innovative pre-service and in-service training opportunities to students and early career professionals through the Rx One Health Field Institute.				
17	Human resources	D.4.3 In-service trainings are available	3	Strengthen the workforce by providing online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP) for One Health faculty and in-service professionals.				
18	Human resources	D.4.3 In-service trainings are available	3	Curate and update existing One Health training materials and evaluation tools, and develop new One Health curricula content to help build a well-trained and technically proficient workforce pipeline.				
19	Human resources	D.4.3 In-service trainings are available	3	Identify a One Health certificate training program to set standards for knowledge and skills that One Health practitioners need to have				
20	Human resources	D.4.4 FETP or other applied epidemiology training programme is in place		Collaborate with government, higher education institutions, and professional organizations to explore developing a Field Epidemiology Training and Education Program (FEETP) using a One Health approach				

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16	The Rx One Health Field Institute is a transformative 4-week field-based experiential learning course focused on One Health core competencies for graduate students and early career professionals from all disciplines. Organized and taught by experts from the OHW-NG global team, Sokoine University of Agriculture, and Ifakara Health Institute, Rx One Health participants from around the world develop skills in community engagement, biorisk management, research methods, ecosystem dynamics, infectious disease surveillance, biosafety, biosecurity, food safety, agriculture, hydrology, marine ecology, risk communication, ethics, teamwork, and One Health leadership. The course includes hands-on, practical learning experiences, case studies, group discussions and field exercises in Tanzania, East Africa.	The participants who will join this experiential learning course are from diverse backgrounds. The course aims to improve knowledge and capacity of the participants in a broad range of One Health skills needed to effectively implement IHR.		
17	Establish sustainable online training opportunities for students, university faculty, and in-service professionals on One Health.	The sessions will focus on important global health issues, such as the COVID-19 outbreak response. These trainings will establish skills and competency standards for the OH workforce targeting gaps in health security as identified by the JEE.		
18	Curate One Health trainings and evaluation tools across academic institutions into a One Health Academy. The One Health Academy will offer pre-service and in-service trainees a menu of activities to achieve one or more of the 16 One Health competencies, and to earn official recognition at each stage.	Offerings will be tailored to address workforce and health security gaps. OHW-NG will work with regulatory bodies to adopt this OH Academy structure in their continuing professional development programs at a national level, to allow for formal credentialing of health professionals and further guaranteeing a well-trained and effective health workforce.		
19	To accurately identify what competencies that One Health workforces should have, OHW-NG will gather & analyze essential pieces of information from various stakeholders in Indonesia, in coordination with the Secretariat and global team, thus connecting the work demands with the workforce's capacity.	It is expected to map updated OH competencies that are suggested by multi-sectoral stakeholders and the private sector according to current public health challenges and work demands in Indonesia. After identifying and analyzing the OH competencies, existing One Health certificate training programs will be evaluated to identify potential training programs needed. Training needs identified through this process along with target groups for training will be shared with the OHW-NG consortium and USAID. This process will include multidisciplinary stakeholders including human health, animal, and environmental health sectors. At the end of Year 1, a list of available One Health training programs and potential training programs will be evaluated to conduct in the following year.		
20	In the first year of OHW-NG, INDOHUN will work closely with the government of Indonesia, higher education institutions, and professional organizations to further explore internalizing One Health Core Competencies into Field Epidemiology Education and Training Programs (FEETP). The activity includes a series of meetings with stakeholders in a working group "Curriculum and Competency", and for Year 1, implementation discussions will focus on developing a strategic plan for field epidemiology curriculum and competency mapping in education and training, as well as defining roles for each stakeholder using a multisectoral collaboration framework. INDOHUN will initiate series of coordination meetings in the field of global health security, including discussions around Ministry of Education and Culture, including and coordinating with the Ministry of Education and Culture, Ministry of Human Development and Cultural Affairs (as a proposed coordinator), Ministry of Education and Culture, Ciloto Health Training Centre, Indonesia Field Epidemiology Training Program, and Ministry of Health. The output of this series of coordination meetings will be an evaluation of the priority for FEETP program implementation in Indonesia.	This activity aims to encourage the government to review current institutionalization of FEETP program in universities and government training institutions, and to establish a policy for training credit point conversion into semester credit point for field epidemiology education and training.		



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21	Other			Support student One Health clubs (OHSC) to innovate and participate in the open One Health Academy				
22	Other			Conduct tabletop simulation exercises using One Health scenarios				
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21	OHSC batch 3 will be recruited to carry out several activities over 8-9 sessions, including; Class Training, Case Study, Institutional Visit, and Student Project Development which aims to encourage students to experience collaboration, communication, and coordination across disciplines and institutions as part of developing insights into One Health. In the class training sessions, participants will be provided with topics related to "One Health Concept and Practice in Disease Management", "Leadership and Team Building", "Collaboration and Partnership", "Health Education and Communication", "One Health Research", and "One Health Project Development". By the end of the training, students are expected to create community development proposals based on their observation and analysis on the community situation. Two selected proposals may be implemented in the community to give students hands-on experience.	By engaging students through the OHSC, INDOHUN will be able to establish competency in OH skills. These students upon graduation will become part of the Indonesian health workforce increasing capacity to respond to health security threats.		
22	INDOHUN as a university network will hold a simulation to facilitate pre-service One Health Workforce improving their capacity to respond, detect and prevent outbreak following a disaster scenario. The activity will be tabletop exercises to give student real experience in responding to outbreaks after a disaster and be held in coordination & collaboration with OHCC UGM.	To strengthen health security in Indonesia, the Government of Indonesia (GoI) has issued a Presidential Instruction on enhancing capacity to prevent, detect and respond outbreaks, pandemic, and nuclear, biological and chemical emergencies. Furthermore, GoI has launched a coordination guideline in responding to the outbreak across sectors to support the coordination for responding the disease outbreaks. This activity was developed to align with the Presidential Instruction and increase future health workforce capacity.		
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1	Project Name:	One Health Work						
2	Country:	Kenya						
3	Action Package (choose from drop-down)	Indicator	JEE Baseline or self-assessment (2017)	Planned activities to reach next level or key benchmark that can be accomplished during the period	Expected Quarter completion			
4					FY20Q 1	FY20Q 2	FY20Q 3	FY20Q 4
5	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Enhance resource sharing, collaboration, and learning across university networks to support high-quality pre-service education in One Health and to provide stakeholders access to information on the pipeline of One Health graduates for workforce assessment.				
6	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Develop a standardized One Health competency assessment toolkit using a capability maturity model in which trainees who will be entering the workforce can be evaluated at the basic, proficient, and advanced levels.				
7	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Engage One Health coordinating bodies to support workforce assessment and tracking.				
8	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Support One Health policies at national and local levels, including strategies for a multisectoral workforce.				
9	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Conduct a desktop review of relevant One Health policy documents and publications				
10	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Mapping of strategic One Health partners				
11	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Establish an engaged multidisciplinary network of One Health professionals who can be activated during health emergencies.				

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3	<b>Projected Capacities</b>	<b>Additional context related to GHSA Action Packages (eg. Types of labs, planned pathogen testing, universities) If applicable, indicate partnerships with other implementers/donors/governments needed to achieve targets</b>					
4	<b>Indicate if completed activities can make the case for achievement of next capacity level. If not or not sure, list 1-2 substantive benchmarks or milestones the activities will achieve on the road to the next capacity level.</b>						
5	Establish a digital knowledge management platform that enhances resource sharing, collaboration, and learning across the university networks. The platform will enable the networks, universities, and other OHW-NG stakeholders to access information on both the current workforce and the pipeline of One Health graduates, assess the effectiveness of training activities, identify areas in which improved One Health competence is needed, and assess impact by triangulating training and assessment data with data on health outcomes.	The knowledge management platform enables the national health system access to real-time data for workforce monitoring, assessments, and insights equipping all sectors with intelligence on human resources available for health emergencies and routine decision making.					
6	Develop an assessment tool that will enable universities to implement systematic One Health competency assessments. The tool will be used to evaluate the performance of One Health graduates in the workforce and help determine where gaps exist, and how training programs can be updated to improve competencies.	The assessment tool empowers the national health system with knowledge on current workforce capacities to inform decision making and strategies for human resource and health workforce strengthening.					
7	Review existing data and fill gaps to map coordination of One Health workforce activities, identify multisectoral partnerships for OHW planning and management, identify opportunities to enhance OHW coordination, and assist universities in identifying ways to support OHW coordinating bodies.	One Health University Networks will actively engage with One Health Coordination Platforms and Desks to encourage and nurture multi-sectoral communication and national health security.					
8	Participate in local and national stakeholder meetings to support One Health policies and coordinate with partners on strategies to promote a multisectoral workforce and to institutionalize One Health approaches.	Technical support is provided to guide strategy on one health workforce retention, promotion of continuous education as well as a qualified workforce strengthening national health security.					
9	AFROHUN-Kenya will conduct a desktop review of One Health policy documents in Kenya and evaluate the capacity of the current framework for addressing issues using a One Health approach. The desktop review will highlight the need to revise existing policies and or other instruments in order to facilitate their implementation in a more efficient and effective manner using a One Health approach.	The review will inform on the development of a comprehensive One Health policy in Kenya. This review will build on the review of One Health policy documents conducted by the World Bank in 2019, and findings will be validated in future stakeholder engagement activities.					
10	AFROHUN- Kenya will work with the Global team, Secretariat, and Subject Matter Experts as needed to map One Health stakeholders and partners involved in disease prevention, detection and control and One Health approaches. The team will evaluate activities carried out by each partner towards building Kenya's capacity within the competency areas identified by the JEE.	This activity will identify stakeholders and partners contributing towards moving Kenya towards improved capacity within the identified JEE action packages. This activity will allow gaps to be identified and addressed further strengthening the national workforce strategy.					
11	Establish a virtual One Health Academy that fosters a global network of One Health professionals. The Academy will be designed to provide opportunities to improve training techniques, research collaboration, and international visibility of One Health network contributions to knowledge and workforce development.	The Academy offers the opportunity to further develop multidisciplinary experts capable of promoting capacity for epidemic preparedness and control both within the country and region.					

	A	B	C	D	E	F	G	H
12	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the workforce by engaging in-service professionals in online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP).				
13	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the functional and organizational capacities of the regional One Health University Networks as leaders in One Health workforce development.				
14	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Provide innovative pre-service and in-service training opportunities to students and early career professionals through the Rx One Health Field Institute.				
15	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Customize existing AMR curriculum for CPD				
16	Human resources	D.4.3 In-service trainings are available	2	Strengthen the workforce by providing online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP) for One Health faculty and in-service professionals.				
17	Human resources	D.4.3 In-service trainings are available	2	Curate and update existing One Health training materials and evaluation tools, and develop new One Health curricula content to help build a well-trained and technically proficient workforce pipeline.				

	I	J	K	L	M	N	O
12	Utilizing Project ECHO, engage in-service professionals spanning multiple disciplines across the government and private sectors (veterinary medicine, public health, agriculture, pharmaceuticals, wildlife and natural resources) in sustainable virtual training opportunities on One Health.	Sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship ensuring appropriate human resources are available in relevant sectors at national and international levels.					
13	Provide the OH University Networks with multi-modal capacity-building to enhance their organizations in a stepwise approach, measurably improving across all seven domains of USAID's Organizational Capacity Assessment Tool (governance, administration, human resources, financial management, organizational management, program management, and project performance management).	Network organizational capacity ensures the continuous development of human resources in both the required sectors and levels to support health security of the country and region.					
14	The Rx One Health Field Institute is a transformative 4-week field-based experiential learning course focused on One Health core competencies for graduate students and early career professionals from all disciplines. Organized and taught by experts from the OHW-NG global team, Sokoine University of Agriculture, and Ifakara Health Institute, Rx One Health participants from around the world develop skills in community engagement, biorisk management, research methods, ecosystem dynamics, infectious disease surveillance, biosafety, biosecurity, food safety, agriculture, hydrology, marine ecology, risk communication, ethics, teamwork, and One Health leadership. The course includes hands-on, practical learning experiences, case studies, group discussions and field exercises in Tanzania, East Africa.	The participants who will join this experiential learning course are from diverse backgrounds. The course aims to improve knowledge and capacity of the participants in a broad range of One Health skills needed to effectively implement IHR.					
15	AFROHUN previously developed a short course on AMR. AFROHUN-Kenya will now customize the short course to train county officials on AMR. The short course will be presented to relevant professional bodies for CPD accreditation. In Year 1, a joint curriculum review team (20 people) will be constituted from Moi University and University of Nairobi (UoN, relevant government ministries/departments/agencies and other GHSA partners to customize existing curricula for CPD. This process will involve compilation of materials from existing curricula, including content developed by AFROHUN-Cameroon and NPHL Kenya; forming a team of experts from UoN and Moi, GHSA partners and relevant government agencies; convening a five-day workshop for assessment of existing content and development of new content if necessary; exploring synergies with similar efforts (e.g., MTaPS development of AMR CPD courses); determining the instructional strategies and organizational methods for optimal learning; and tailoring the materials according to the appropriate curriculum design (e.g. Problem Based Learning).	The AMR Curriculum once reviewed by the joint team, will be presented to relevant professional bodies (Kenya Veterinary Board, Kenya Medical Practitioners and Dentist Council, Kenya Laboratory Technicians and Technicians Board, Kenya Nursing Council, Public Health Officers and Technicians Council, among others) for CPD accreditation. Short courses such as these offer continuing education to the health workforce increasing competency in areas targeted as having gaps in capacity to respond to possible threats.					
16	Establish sustainable online training opportunities for students, university faculty, and in-service professionals on One Health.	The sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship. These trainings will establish skills and competency standards for the OH workforce targeting gaps in health security as identified by the JEE.					
17	Curate One Health trainings and evaluation tools across academic institutions into a One Health Academy. The One Health Academy will offer pre-service and in-service trainees a menu of activities to achieve one or more of the 16 One Health competencies, and to earn official recognition at each stage.	Offerings will be tailored to address workforce and health security gaps. OHW-NG will work with regulatory bodies to adopt this OH Academy structure in their continuing professional development programs at a national level, to allow for formal credentialing of health professionals and further guaranteeing a well-trained and effective health workforce.					

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18	Human resources	D.4.3 In-service trainings are available	2	Conduct a One Health training needs assessment for frontline workers				
19	Human resources	D.4.3 In-service trainings are available	2	In a country with existing Continuous Professional Development (CPD) systems and policies, support the national University Network or a member university to: scan CPD policies/guidelines for existing OH competencies; identify opportunities to include basic OH competencies in CPD training, licensure and re-certification requirements				
20	Other			MSc in Infectious Diseases and Global Health Course Faculty Sensitization workshop				
21	Other			Integrate institutional One Health Clubs into national SOHIC network				
22	Other			Conduct One Health community outreach activity				
23	Other			Support student competition to develop One Health App				
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18	AFROHUN-Kenya will conduct a One Health training needs assessment for frontline workers in Kenya, including Community Health Workers (and/or Community Health Extension Workers) and Agricultural Extension Workers, amongst others. AFROHUN-Kenya aims to engage the frontline workers in One Health responses to emerging issues, thereby improving communication and collaboration across the sectors. A needs assessment will be conducted, aimed at identifying gaps in knowledge, attitudes and practices, and One Health competencies of frontline workers.	Training workshops that are designed based on gaps identified through the needs assessment will be conducted in subsequent years, eventually enhancing the capacity of frontline community workers to prevent, detect and respond to One Health issues in the community.					
19	AFROHUN-Kenya will obtain stakeholder validation and approval of risk analysis CPD courses by regulatory and licensing boards. In Year 5 of the OHW project, 20 participants from the Kenya Veterinary Board, Kenya Wildlife Service, Kenya Medical and Dentist Board, Pharmacy and Poisons Board, Kenya Medical Laboratory, and Technologists Board, Nursing Council of Kenya, Public Health Officers and Technicians Council, were involved in a five-day training workshop to obtain stakeholder buy-in for a risk analysis CPD course to be made available for a fee. AFROHUN-Kenya will hold a follow-up meeting for final resolution on awarding of the CPD points for the risk analysis short course.	These short courses enhance the capacity of frontline health workers to prevent, detect and respond to OH issues at the regional, national and community level.					
20	In Year 5 of the OHW project, AFROHUN-Kenya developed a new MSc Infectious Diseases and Global Health course for the University of Nairobi and Moi University in Kenya. In addition to approval by the college board, the curriculum will need to be approved by the faculty board and academic senate. AFROHUN-Kenya will hold a one-day meeting with the Faculty Board at the University of Nairobi (FVM and SPH) and at Moi (School of Public Health) to sensitize faculty on the new MSc of Infectious Disease and Global Health course for their adoption.	Development and implementation of new OH oriented educational courses promotes the standardized training of students that can add to the repository of skilled and competent health workforce available to the Government. These courses specifically target gaps in OH skills in the national health workforce.					
21	AFROHUN-Kenya has one SOHIC in each of the three schools (i.e., UON School of Public Health, UON Faculty of Veterinary Medicine and Moi University School of Public Health). The three SOHIC Clubs are run and governed independently. AFROHUN-Kenya will integrate the three clubs into one club. AFROHUN-Kenya will hold a two-day meeting with 20 student officials drawn from each of the SOHIC to discuss how to integrate the three clubs into one national SOHIC Club and also discuss ways of reaching out to more institutions to support creation of more clubs.	By engaging students through one standardized and collaborative SOHIC, AFROHUN-Kenya will be able to establish competency in OH skills. These students upon graduation will become part of the national health workforce increasing capacity to respond to health security threats.					
22	A total of 30 students from each of the three AFROHUN-Kenya member schools will participate in one three priority outreach activities, including but not limited to World Wetlands Day (Feb), World Environment Day (June), World Health Day (April), and World Antibiotic Awareness Week (September). Additionally, a group of 30 students will travel to the wildlife conservation areas for training in disease surveillance. Community outreach activities will target the following areas and health threats: Kibwezi-rabies and aflatoxins; Kakamega-mercury poisoning due to gold mining; Mt. Elgon-interface between the sylvatic and human environments and abundance of bats; Athi River- food safety; Namanga-varied issues from economic to community to environment. Students will make follow-up visits to previously engaged communities in order to evaluate impacts of the interventions.	This activity is designed to have direct impacts on communities as the students learn to address real life challenges utilizing innovative One Health approaches. Each SOHIC chapter in the three participating schools is expected to participate in at least three community outreach activities within the year. Clubs are encouraged to seek partner support for conducting more outreach activities.					
23	Students in the SOHIC will participate in a competition for development of a national-based App that can be used by frontline community workers in addressing health challenges at the interface of humans, animals, and the environment.	Tools such as this App will increase the ability of the national OH workforce to competently respond to health security threats.					
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1	Project Name:	One Health Work						
2	Country:	Senegal						
3	Action Package (choose from drop-down)	Indicator	JEE Baseline or self-assessment (2016)	Planned activities to reach next level or key benchmark that can be accomplished during the period	Expected Quarter completion			
4					FY20Q 1	FY20Q 2	FY20Q 3	FY20Q 4
5	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Enhance resource sharing, collaboration, and learning across university networks to support high-quality pre-service education in One Health and to provide stakeholders access to information on the pipeline of One Health graduates for workforce assessment.				
6	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Develop a standardized One Health competency assessment toolkit using a capability maturity model in which trainees who will be entering the workforce can be evaluated at the basic, proficient, and advanced levels.				
7	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Engage One Health coordinating bodies to support workforce assessment and tracking.				
8	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Support One Health policies at national and local levels, including strategies for a multisectoral workforce.				
9	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Participate and communicate about AFROHUN in national and international partner's meetings conferences				
10	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Establish an engaged multidisciplinary network of One Health professionals who can be activated during health emergencies.				

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3	<b>Projected Capacities</b>	<b>Additional context related to GHSA Action Packages (eg. Types of labs, planned pathogen testing, universities) If applicable, indicate partnerships with other implementers/donors/governments needed to achieve targets</b>						
4	<b>Indicate if completed activities can make the case for achievement of next capacity level. If not or not sure, list 1-2 substantive benchmarks or milestones the activities will achieve on the road to the next capacity level.</b>							
5	Establish a digital knowledge management platform that enhances resource sharing, collaboration, and learning across the university networks. The platform will enable the networks, universities, and other OHW-NG stakeholders to access information on both the current workforce and the pipeline of One Health graduates, assess the effectiveness of training activities, identify areas in which improved One Health competence is needed, and assess impact by triangulating training and assessment data with data on health outcomes.	The knowledge management platform enables the national health system access to real-time data for workforce monitoring, assessments, and insights equipping all sectors with intelligence on human resources available for health emergencies and routine decision making.						
6	Develop an assessment tool that will enable universities to implement systematic One Health competency assessments. The tool will be used to evaluate the performance of One Health graduates in the workforce and help determine where gaps exist, and how training programs can be updated to improve competencies.	The assessment tool empowers the national health system with knowledge on current workforce capacities to inform decision making and strategies for human resource and health workforce strengthening.						
7	Review existing data and fill gaps to map coordination of One Health workforce activities, identify multisectoral partnerships for OHW planning and management, identify opportunities to enhance OHW coordination, and assist universities in identifying ways to support OHW coordinating bodies.	One Health University Networks will actively engage with One Health Coordination Platforms and Desks to encourage and nurture multi-sectoral communication and national health security.						
8	Participate in local and national stakeholder meetings to support One Health policies and coordinate with partners on strategies to promote a multisectoral workforce and to institutionalize One Health approaches.	Technical support is provided to guide strategy on one health workforce retention, promotion of continuous education as well as a qualified workforce strengthening national health security.						
9	In Year 1, the AFROHUN team will participate actively in workshops and meetings of partners such as FAO, COUS, USAID, OH Advisory Board, Ministry of Health, Ministry of Livestock, and Ministry of the Environment. Similarly, international partners will be organizing the 2020 World One Health Congress in Edinburgh to share research findings and/or OH actions. AFROHUN will support at least three participants in the Congress and any other international conferences for the members whose abstracts are accepted, subject to the availability of funds.	The Government of Senegal (GoS) has committed to enforcing policies and practices that strengthen multi-stakeholder collaboration. With support of international partners such as USAID, CDC, WHO, WB, OIE and AFROHUN, the GoS established, by a decree of the Prime Minister, an Advisory Board that coordinates One Health initiatives across sectors. Under this framework, several activities and coordination meetings take place. These gatherings are opportunities for cross-sectorial coordination.						
10	Establish a virtual One Health Academy that fosters a global network of One Health professionals. The Academy will be designed to provide opportunities to improve training techniques, research collaboration, and international visibility of One Health network contributions to knowledge and workforce development.	The Academy offers the opportunity to further develop multidisciplinary experts capable of promoting capacity for epidemic preparedness and control both within the country and region.						

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11	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the workforce by engaging in-service professionals in online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP).				
12	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the functional and organizational capacities of the regional One Health University Networks as leaders in One Health workforce development.				
13	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Provide innovative pre-service and in-service training opportunities to students and early career professionals through the Rx One Health Field Institute.				
14	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen faculty capacity in wildlife epidemiology and ecosystem conservation				
15	Human resources	D.4.3 In-service trainings are available	2	Strengthen the workforce by providing online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP) for One Health faculty and in-service professionals.				
16	Human resources	D.4.3 In-service trainings are available	2	Curate and update existing One Health training materials and evaluation tools, and develop new One Health curricula content to help build a well-trained and technically proficient workforce pipeline.				

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11	Utilizing Project ECHO, engage in-service professionals spanning multiple disciplines across the government and private sectors (veterinary medicine, public health, agriculture, pharmaceuticals, wildlife and natural resources) in sustainable virtual training opportunities on One Health.	Sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship ensuring appropriate human resources are available in relevant sectors at national and international levels.						
12	Provide the OH University Networks with multi-modal capacity-building to enhance their organizations in a stepwise approach, measurably improving across all seven domains of USAID's Organizational Capacity Assessment Tool (governance, administration, human resources, financial management, organizational management, program management, and project performance management).	Network organizational capacity ensures the continuous development of human resources in both the required sectors and levels to support health security of the country and region.						
13	The Rx One Health Field Institute is a transformative 4-week field-based experiential learning course focused on One Health core competencies for graduate students and early career professionals from all disciplines. Organized and taught by experts from the OHW-NG global team, Sokoine University of Agriculture, and Ifakara Health Institute, Rx One Health participants from around the world develop skills in community engagement, biorisk management, research methods, ecosystem dynamics, infectious disease surveillance, biosafety, biosecurity, food safety, agriculture, hydrology, marine ecology, risk communication, ethics, teamwork, and One Health leadership. The course includes hands-on, practical learning experiences, case studies, group discussions and field exercises in Tanzania, East Africa.	The participants who will join this experiential learning course are from diverse backgrounds. The course aims to improve knowledge and capacity of the participants in a broad range of One Health skills needed to effectively implement IHR.						
14	To ensure sustainability of the wildlife disease surveillance and management Master's program (EISMV, Dakar), there is a need for faculty professional development in the areas of wildlife health and conservation. In Year 1, faculty will be provided training on 1) wildlife capture and transport and 2) ecosystem conservation and assessment. One faculty from EISMV will be trained on wildlife capture and transport through a certified training program and another faculty member from the Institute of Environmental Sciences will receive extensive training on ecosystem assessment and conservation. After completion of the training, the faculty members will go on to train other faculty and students.	The train the trainers approach ensures the sustainability of a competent OH workforce able to respond to health security threats aligned with the IHR.						
15	Establish sustainable online training opportunities for students, university faculty, and in-service professionals on One Health.	The sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship. These trainings will establish skills and competency standards for the OH workforce targeting gaps in health security as identified by the JEE.						
16	Curate One Health trainings and evaluation tools across academic institutions into a One Health Academy. The One Health Academy will offer pre-service and in-service trainees a menu of activities to achieve one or more of the 16 One Health competencies, and to earn official recognition at each stage.	Offerings will be tailored to address workforce and health security gaps. OHW-NG will work with regulatory bodies to adopt this OH Academy structure in their continuing professional development programs at a national level, to allow for formal credentialing of health professionals and further guaranteeing a well-trained and effective health workforce.						

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17	Other			Conduct a competitive small grants program to support One Health research and training of undergraduate and graduate students				
18	Other			Support the institutionalization of the AFROHUN SOHIC in Senegal and its extension in other Universities				
19	Other			Support the AFROHUN Senegal SOHIC to conduct community outreach activities				
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17	A competitive small grant program will be conducted to support One Health research conducted by undergraduate and graduate students. Master's or PhD students and early career researchers (degree received < 2 years prior) will be eligible to apply. AFROHUN will request that students and junior researchers form multidisciplinary teams of 3 candidates and write scientific research proposals focusing on AMR or zoonotic diseases. Selected teams will receive 3 days of training on multidisciplinary research, data collection methods and scientific writing prior to initiating their research project. Each team will write a scientific article based on their One Health research for publication in a peer-reviewed scientific journal. They will also be encouraged to submit an abstract for oral communication in a local or international conference.	By building these skills, the OHW-NG promotes the development of a competent and sustainable OH workforce that can respond to health threats both in the nation and the region.						
18	The aim of this activity is to assist the AFROHUN Dakar club with obtaining legal status and serve as the main club of Senegal with affiliations in other universities. AFROHUN will orient the clubs on the SOHIC guidelines and support the AFROHUN Dakar club in customizing the guidelines to fit within the country's SOHIC expansion strategy and in obtaining official registration and recognition in Senegal. Eight members of the SOHIC and one facilitator will be involved in institutionalization of the SOHIC. They will organize periodic meetings in AFROHUN headquarters.	This recognition will enable the club to extend its roots to other universities, to participate in awards and to build sustainable partnerships at national and international levels promoting a sustainable OH workforce that can competently respond to global health security threats.						
19	Created in 2016, the AFROHUN-Senegal SOHIC has conducted various community sensitization campaigns on food hygiene, RVF, rabies, tuberculosis and anthrax. In order to cover all of the priority diseases of Senegal, in Year 1 the club will conduct community sensitization campaigns on other priority diseases and public health threats, such as High Pathogen Avian Influenza and AMR. Community sensitization involves students raising awareness in the community about different aspects of the disease/topic, including symptoms, the role of animals in the spread of diseases, prevention and control strategies, and notification procedures. Through these activities, students will acquire skills in community intervention methods and One Health core competencies (gender, communication, management, leadership, etc.). Three Activity Leads will be involved in preparation and implementation of this activity. Local leaders and community liaisons will also be engaged for community mobilization. In addition to this annual community sensitization, the SOHIC will participate in important global events, such as World Rabies Day and World Environment Day.	Members of the SOHIC will be guided to develop partnerships with the National One Health High Committee, FAO and other partners to build sustainability of the SOHIC.s towards contributing towards building a skilled OH workforce. This activity helps prepare students participating in the SOHIC to respond to global health security threat, specifically at the community level.						
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1	Project Name:	One Health Work						
2	Country:	Tanzania						
3	Action Package (choose from drop-down)	Indicator	JEE Baseline or self-assessment (2016)	Planned activities to reach next level or key benchmark that can be accomplished during the period	Expected Quarter completion			
4					FY20Q 1	FY20Q 2	FY20Q 3	FY20Q 4
5	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Enhance resource sharing, collaboration, and learning across university networks to support high-quality pre-service education in One Health and to provide stakeholders access to information on the pipeline of One Health graduates for workforce assessment.				
6	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Develop a standardized One Health competency assessment toolkit using a capability maturity model in which trainees who will be entering the workforce can be evaluated at the basic, proficient, and advanced levels.				
7	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Engage One Health coordinating bodies to support workforce assessment and tracking.				
8	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Support One Health policies at national and local levels, including strategies for a multisectoral workforce.				
9	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Sensitize relevant stakeholders about AFROHUN-Tanzania and work with government to strengthen the OHW in Tanzania				
10	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Identify and secure new public and private partners that can work closely with the university networks to train and foster One Health workforce opportunities				

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3	<b>Projected Capacities</b>	<b>Additional context related to GHSA Action Packages (eg. Types of labs, planned pathogen testing, universities) If applicable, indicate partnerships with other implementers/donors/governments needed to achieve targets</b>						
4	Indicate if completed activities can make the case for achievement of next capacity level. If not or not sure, list 1-2 substantive benchmarks or milestones the activities will achieve on the road to the next capacity level.							
5	Establish a digital knowledge management platform that enhances resource sharing, collaboration, and learning across the university networks. The platform will enable the networks, universities, and other OHW-NG stakeholders to access information on both the current workforce and the pipeline of One Health graduates, assess the effectiveness of training activities, identify areas in which improved One Health competence is needed, and assess impact by triangulating training and assessment data with data on health outcomes.	The knowledge management platform enables the national health system access to real-time data for workforce monitoring, assessments, and insights equipping all sectors with intelligence on human resources available for health emergencies and routine decision making.						
6	Develop an assessment tool that will enable universities to implement systematic One Health competency assessments. The tool will be used to evaluate the performance of One Health graduates in the workforce and help determine where gaps exist, and how training programs can be updated to improve competencies.	The assessment tool empowers the national health system with knowledge on current workforce capacities to inform decision making and strategies for human resource and health workforce strengthening.						
7	Review existing data and fill gaps to map coordination of One Health workforce activities, identify multisectoral partnerships for OHW planning and management, identify opportunities to enhance OHW coordination, and assist universities in identifying ways to support OHW coordinating bodies.	One Health University Networks will actively engage with One Health Coordination Platforms and Desks to encourage and nurture multi-sectoral communication and national health security.						
8	Participate in local and national stakeholder meetings to support One Health policies and coordinate with partners on strategies to promote a multisectoral workforce and to institutionalize One Health approaches.	Technical support is provided to guide strategy on one health workforce retention, promotion of continuous education as well as a qualified workforce strengthening national health security.						
9	The One Health Coordination Desk (OHCD) is organizing a workshop of the sector ministries and their Technical Working Groups during which AFROHUN (formerly OHCEA) will discuss the new organization (AFROHUN) and its organogram along with the OHW-NG Year 1 activities. Workshop participants will also be informed of how AFROHUN would like to work with government and relevant stakeholders to strengthen the OHW in Tanzania.	The OHCD plans to review the next One Health Strategic Plan; therefore, this sensitization will be well aligned to occur during this review. The targeted participants will come from the OHCD under the Prime Minister's Office, the sector ministries and regulatory bodies which are located in different regions within the country. OHW-NG will contribute to reviewing and assessing the national OH strategic plan to ensure that human resources are appropriately available, identified and mobilized in the case of a health security event.						
10	Deans of 27 schools across Tanzania will be invited to attend a workshop during which they will be sensitized on the OH concept and AFROHUN will share AFROHUN achievements and plans for the OHW Next-Gen Project. During the meeting, the Deans will be encouraged to influence curriculum change to integrate OH modules into their curricula and adopt the OH approach in view of its importance in solving complex health problems. To achieve this, the Tanzania Commission for Universities will be consulted and invited to the workshop.	Public and private partnerships are key to any multi-sectoral workforce strategy. By engaging all relevant partners in a variety of sectors, the Tanzania government, in coordination with OHW-NG will be able to identify stakeholder domains and any gaps that need to be addressed in the workforce strategy.						



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11	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Establish an engaged multidisciplinary network of One Health professionals who can be activated during health emergencies.				
12	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the workforce by engaging in-service professionals in online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP).				
13	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the functional and organizational capacities of the regional One Health University Networks as leaders in One Health workforce development.				
14	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Provide innovative pre-service and in-service training opportunities to students and early career professionals through the Rx One Health Field Institute.				
15	Human resources	D.4.3 In-service trainings are available	2	Refine and format diploma and certificate level curricula in which OH modules have been incorporated				
16	Human resources	D.4.3 In-service trainings are available	2	Develop capacity of tutors to deliver OH integrated curricula				

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11	Establish a virtual One Health Academy that fosters a global network of One Health professionals. The Academy will be designed to provide opportunities to improve training techniques, research collaboration, and international visibility of One Health network contributions to knowledge and workforce development.	The Academy offers the opportunity to further develop multidisciplinary experts capable of promoting capacity for epidemic preparedness and control both within the country and region.						
12	Utilizing Project ECHO, engage in-service professionals spanning multiple disciplines across the government and private sectors (veterinary medicine, public health, agriculture, pharmaceuticals, wildlife and natural resources) in sustainable virtual training opportunities on One Health.	Sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship ensuring appropriate human resources are available in relevant sectors at national and international levels.						
13	Provide the OH University Networks with multi-modal capacity-building to enhance their organizations in a stepwise approach, measurably improving across all seven domains of USAID's Organizational Capacity Assessment Tool (governance, administration, human resources, financial management, organizational management, program management, and project performance management).	Network organizational capacity ensures the continuous development of human resources in both the required sectors and levels to support health security of the country and region.						
14	The Rx One Health Field Institute is a transformative 4-week field-based experiential learning course focused on One Health core competencies for graduate students and early career professionals from all disciplines. Organized and taught by experts from the OHW-NG global team, Sokoine University of Agriculture, and Ifakara Health Institute, Rx One Health participants from around the world develop skills in community engagement, biorisk management, research methods, ecosystem dynamics, infectious disease surveillance, biosafety, biosecurity, food safety, agriculture, hydrology, marine ecology, risk communication, ethics, teamwork, and One Health leadership. The course includes hands-on, practical learning experiences, case studies, group discussions and field exercises in Tanzania, East Africa.	The participants who will join this experiential learning course are from diverse backgrounds. The course aims to improve knowledge and capacity of the participants in a broad range of One Health skills needed to effectively implement IHR.						
15	OH modules have been incorporated into the diploma and certificate level curricula for nursing, clinical officers, livestock and wildlife training colleges. However, other curricula (for pharmacy, environment etc.), were not included in the review process. These will therefore need to be developed, incorporated and refined using existing templates. The end product of this activity will be print ready copies of all the relevant curricula at the diploma and certificate levels. A six-day face-to-face workshop involving 13 participants will be conducted to review, refine, and make print-ready versions of the existing curricula. Workshop participants will come from pharmacy and environmental training colleges, the National Council for Technical Education and members from the relevant regulatory bodies	By offering extended diploma and certificate courses in a variety of topics (beyond the traditional health curriculum), OHW-NG is expanding the competency domains of the OH workforce in Tanzania. The multi-disciplinary health workforce in Tanzania will be equipped with the skills to respond, detect and control a variety of health security threats.						
16	100 tutors of diploma and certificate levels from 10 out of 70 existing colleges have been trained on OH approaches using OH materials which had been incorporated into diploma and certificate level curricula (in previous project years). There is a need to extend this training to tutors in the remaining institutions across the country. A six day train the trainers workshop involving 45 participants (one from each of the diploma and certificate training institutions) will be conducted. The training, which will focus on customized OH modules, will provide the tutors with the knowledge and skills to impart soft skills and technical skills in OH approaches to the diploma and certificate level students.	By offering extended diploma and certificate courses in a variety of topics (beyond the traditional health curriculum), OHW-NG is expanding the competency domains of the OH workforce in Tanzania. The multi-disciplinary health workforce in Tanzania will be equipped with the skills to respond, detect and control a variety of health security threats.						

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17	Human resources	D.4.3 In-service trainings are available	2	Strengthen the workforce by providing online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP) for One Health faculty and in-service professionals.				
18		D.4.3 In-service trainings are available	2	Curate and update existing One Health training materials and evaluation tools, and develop new One Health curricula content to help build a well-trained and technically proficient workforce pipeline.				
19	Human resources	D.4.3 In-service trainings are available	2	Identify gaps in OH competencies in short-course CPD training of various professionals, their licensure and re-certification requirements in order to encourage organizations to enroll in such courses				
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17	Establish sustainable online training opportunities for students, university faculty, and in-service professionals on One Health.	The sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship. These trainings will establish skills and competency standards for the OH workforce targeting gaps in health security as identified by the JEE.						
18	Curate One Health trainings and evaluation tools across academic institutions into a One Health Academy. The One Health Academy will offer pre-service and in-service trainees a menu of activities to achieve one or more of the 16 One Health competencies, and to earn official recognition at each stage.	Offerings will be tailored to address workforce and health security gaps. OHW-NG will work with regulatory bodies to adopt this OH Academy structure in their continuing professional development programs at a national level, to allow for formal credentialing of health professionals and further guaranteeing a well-trained and effective health workforce.						
19	Opportunities will be identified to include basic OH competencies in CPD training, licensure and re-certification requirements initially by scanning CPD policies/guidelines for existing OH competencies in order to identify gaps. After identifying gaps, we will address them in a joint meeting to incorporate OH modules in their curricula and encourage organizations to enroll their professionals into university CPD training programs.	To achieve this, five consultants will be engaged to visit regulatory and professional bodies in Tanzania (for Doctors, Dentists, Nurses, Pharmacists, Veterinary doctors etc.) to scan CPD policy or guidelines or training curricula that allow professionals to gain credits to practice or renew their licenses in Tanzania. Reports from the consultants will be used to help integrate OH modules into their CPD short courses. Subsequently AFROHUN will work with these professional bodies to develop and/or integrate OH modules in their curricula. Ensuring CPD trainings include basic OH competencies is a critical component to increasing capacity of Tanzania to guarantee a well-trained and effective health workforce.						
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1	Project Name:	One Health Work						
2	Country:	Uganda						
3	Action Package (choose from drop-down)	Indicator	JEE Baseline or self-assessment (2017)	Planned activities to reach next level or key benchmark that can be accomplished during the period	Expected Quarter completion			
4					FY20Q 1	FY20Q 2	FY20Q 3	FY20Q 4
5	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Enhance resource sharing, collaboration, and learning across university networks to support high-quality pre-service education in One Health and to provide stakeholders access to information on the pipeline of One Health graduates for workforce assessment.				
6	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Develop a standardized One Health competency assessment toolkit using a capability maturity model in which trainees who will be entering the workforce can be evaluated at the basic, proficient, and advanced levels.				
7	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Engage One Health coordinating bodies to support workforce assessment and tracking.				
8	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Support One Health policies at national and local levels, including strategies for a multisectoral workforce.				
9	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Conduct AFROHUN Leadership Summit				
10	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Develop a 5-year business/operational plan for the network, including a partnership development strategy				

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3	<b>Projected Capacities</b>	<b>Additional context related to GHSA Action Packages (eg. Types of labs, planned pathogen testing, universities) If applicable, indicate partnerships with other implementers/donors/governments needed to achieve targets</b>					
4	Indicate if completed activities can make the case for achievement of next capacity level. If not or not sure, list 1-2 substantive benchmarks or milestones the activities will achieve on the road to the next capacity level.						
5	Establish a digital knowledge management platform that enhances resource sharing, collaboration, and learning across the university networks. The platform will enable the networks, universities, and other OHW-NG stakeholders to access information on both the current workforce and the pipeline of One Health graduates, assess the effectiveness of training activities, identify areas in which improved One Health competence is needed, and assess impact by triangulating training and assessment data with data on health outcomes.	The knowledge management platform enables the national health system access to real-time data for workforce monitoring, assessments, and insights equipping all sectors with intelligence on human resources available for health emergencies and routine decision making.					
6	Develop an assessment tool that will enable universities to implement systematic One Health competency assessments. The tool will be used to evaluate the performance of One Health graduates in the workforce and help determine where gaps exist, and how training programs can be updated to improve competencies.	The assessment tool empowers the national health system with knowledge on current workforce capacities to inform decision making and strategies for human resource and health workforce strengthening.					
7	Review existing data and fill gaps to map coordination of One Health workforce activities, identify multisectoral partnerships for OHW planning and management, identify opportunities to enhance OHW coordination, and assist universities in identifying ways to support OHW coordinating bodies.	One Health University Networks will actively engage with One Health Coordination Platforms and Desks to encourage and nurture multi-sectoral communication and national health security.					
8	Participate in local and national stakeholder meetings to support One Health policies and coordinate with partners on strategies to promote a multisectoral workforce and to institutionalize One Health approaches.	Technical support is provided to guide strategy on one health workforce retention, promotion of continuous education as well as a qualified workforce strengthening national health security.					
9	AFROHUN will conduct a face-to-face Deans' Summit in Rwanda. Over time the Deans have demonstrated increased involvement in the planning and implementation of AFROHUN activities. Deans will be instrumental in supporting and implementing the new country structure and ensuring that all planned activities are implemented. The summit will focus its discussions on the Deans' roles and actions in the network's resource mobilization and organizational strengthening. The Leadership Summit is required to meet twice a year.	The Leadership summits will bring together Deans and Faculty from Network Universities building skills in leadership and OH. Using the skills learned through these summits, the OHW-NG will empower Deans to engage with National Government OH Platforms as technical OH subject matter experts.					
10	On-line meetings will be held facilitated by experts to develop draft ideas for the partnership development strategy. A follow-on meeting for 15 AFROHUN staff, Board representatives residents in Uganda, and selected Deans and faculty in Uganda, will meet to finalize the development of a robust partnership development strategy that will guide network partnership engagements with public and private institutions to secure financial, technical resources and technological capabilities needed to implement the 5-year operational/ business plan. The process will be facilitated by experts in resource mobilization and partnership development from the consortium and from Kenya. The consultant will work for a total of five days including two days for preparatory work. This meeting will also be an opportunity to review and finalize the draft Resource Mobilization (RM) strategy.	The finalized RM strategy and plan will be rolled out to AFROHUN implementers leveraging appropriate activities. The partnership strategy will be presented for review and enrichment by other stakeholders leveraging other meetings including governance meetings. The partnership strategy links into overall national workforce preparedness through empowering and increasing organizational capacity of the University Network.					

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11	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	One Health University Framework				
12	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Establish an engaged multidisciplinary network of One Health professionals who can be activated during health emergencies.				
13	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the workforce by engaging in-service professionals in online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP).				
14	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the functional and organizational capacities of the regional One Health University Networks as leaders in One Health workforce development.				
15	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Provide innovative pre-service and in-service training opportunities to students and early career professionals through the Rx One Health Field Institute.				
16	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Initiate efforts to establish AFROHUN's Center of Excellence				
17	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Orientation of MUST staff on One Health competencies in preparation for Community Based Training for Medical Students (COBERS) One Health field attachment				

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11	Two lead faculty (working for 10 working days each) will co-facilitate the discussion, follow-up on agreed course of action, report back and assist the department to set up a package for each short course including cost of the courses. Following this, two meetings will be held with MUK-senate and council with the aim of moving forward the concept of the One Health Academy. The OH framework will create an environment to legalize and operationalize OH education and training initiatives at MUK and MUST.	By operationalizing and legalizing OH education initiatives within the National University network, the One Health Academy is able to support national strategies and platforms. The One Health Academy supports development of standardized educational initiatives that ensure the training of a competent OH workforce.					
12	Establish a virtual One Health Academy that fosters a global network of One Health professionals. The Academy will be designed to provide opportunities to improve training techniques, research collaboration, and international visibility of One Health network contributions to knowledge and workforce development.	The Academy offers the opportunity to further develop multidisciplinary experts capable of promoting capacity for epidemic preparedness and control both within the country and region.					
13	Utilizing Project ECHO, engage in-service professionals spanning multiple disciplines across the government and private sectors (veterinary medicine, public health, agriculture, pharmaceuticals, wildlife and natural resources) in sustainable virtual training opportunities on One Health.	Sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship ensuring appropriate human resources are available in relevant sectors at national and international levels.					
14	Provide the OH University Networks with multi-modal capacity-building to enhance their organizations in a stepwise approach, measurably improving across all seven domains of USAID's Organizational Capacity Assessment Tool (governance, administration, human resources, financial management, organizational management, program management, and project performance management).	Network organizational capacity ensures the continuous development of human resources in both the required sectors and levels to support health security of the country and region.					
15	The Rx One Health Field Institute is a transformative 4-week field-based experiential learning course focused on One Health core competencies for graduate students and early career professionals from all disciplines. Organized and taught by experts from the OHW-NG global team, Sokoine University of Agriculture, and Ifakara Health Institute, Rx One Health participants from around the world develop skills in community engagement, biorisk management, research methods, ecosystem dynamics, infectious disease surveillance, biosafety, biosecurity, food safety, agriculture, hydrology, marine ecology, risk communication, ethics, teamwork, and One Health leadership. The course includes hands-on, practical learning experiences, case studies, group discussions and field exercises in Tanzania, East Africa.	The participants who will join this experiential learning course are from diverse backgrounds. The course aims to improve knowledge and capacity of the participants in a broad range of One Health skills needed to effectively implement IHR.					
16	In line with AFROHUN's vision of creating a center of excellence with a hub and spoke model in Uganda and within regions/countries delivering unique multi-disciplinary and related trainings and for production and dissemination of OH resources, the Global team will provide technical assistance to AFROHUN to update the concept for the center building on their unique innovations such the One Health Academy and the ECHO model to support virtual communities of practice.	The Center of Excellence offers the opportunity to further develop a multidisciplinary workforce capable of promoting capacity for epidemic preparedness and control both within the country and region.					
17	Eighty faculty from MUST will be oriented on One Health principles and competencies and methods for evaluation of MUST students under COBERs during their field attachment. The COBERs field attachment requires that each team of students be supervised by two to three faculty. The site supervisor works with the students full-time while the faculty supervisor visits the students four times for the six weeks they are in the field as is standard for MUST. At the end of the training, students will be evaluated in a multidisciplinary manner to assess knowledge transfer. An evaluation tool for the One Health demonstration sites for students and supervisors will be updated.	This training is part of the cadre of OHW-NG activities that further prepares the OH Workforce to competently address health security issues while also increasing the capacity of trainers to build the next generation of health workforce.					



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18	Human resources	D.4.3 In-service trainings are available	3	Strengthen the workforce by providing online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP) for One Health faculty and in-service professionals.				
19	Human resources	D.4.3 In-service trainings are available	3	Curate and update existing One Health training materials and evaluation tools, and develop new One Health curricula content to help build a well-trained and technically proficient workforce pipeline.				
20	Human resources	D.4.3 In-service trainings are available	3	Conduct OH competency gap assessment				
21	Human resources	D.4.3 In-service trainings are available	3	Training trainers on the protection of animal subjects used in research				
22	Human resources	D.4.3 In-service trainings are available	3	Conduct Uganda One Health Institute - theoretical principles in Infectious Disease Management (IDM - undergraduate and post-graduate) course				
23	Human resources	D.4.3 In-service trainings are available	3	One Health Institute - Graduate Fellowship				

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18	Establish sustainable online training opportunities for students, university faculty, and in-service professionals on One Health.	The sessions will focus on important global health issues, such as the COVID-19 outbreak response and antimicrobial resistance/antibiotic stewardship. These trainings will establish skills and competency standards for the OH workforce targeting gaps in health security as identified by the JEE.					
19	Curate One Health trainings and evaluation tools across academic institutions into a One Health Academy. The One Health Academy will offer pre-service and in-service trainees a menu of activities to achieve one or more of the 16 One Health competencies, and to earn official recognition at each stage.	Offerings will be tailored to address workforce and health security gaps. OHW-NG will work with regulatory bodies to adopt this OH Academy structure in their continuing professional development programs at a national level, to allow for formal credentialing of health professionals and further guaranteeing a well-trained and effective health workforce.					
20	The AFROHUN regional secretariat shall work with the global consortium to develop a concept, tools, plan and timelines for a OH competency gap assessment. The assessment shall entail an in-depth review of what a OH competency is and identification of OH competency gaps using multiple methods including a survey, case study, desk review of assessment reports, Key Informant interviews and Focus Group Discussions. The target population includes in-service professionals from various sectors and those playing various roles in outbreak preparedness, such as OH frontline workers, field managers, decision-and policy-makers.	The goal of this exercise is to be able to update the OH core competencies of both the AFROHUN Secretariat and country chapters. Updating core competencies will allow in-service trainings to be more standardized ensuring that the OH workforce is trained competently in the identified OH skills needed to effectively respond to a health security event.					
21	Makerere University School of Veterinary Medicine and Animal Resources (Mak-SVAR) established an institutional Animal Care and Use Committee (IACUC) —the first of its kind in Uganda. Working together with the Uganda National Council for Science and Technology (UNCST), we have discovered that there are tremendous knowledge and skill gaps in the care and use of animals in research. Animals are frequently used in experiential learning exercises for students in tertiary institutions and secondary schools as well as in research where it is critical to consider One Health approaches. Three people will participate in a 3-day train-the-trainers workshop conducted by the Mak-SVAR IACUC and UNCST.	Following the workshop, the trainers will train an additional 80 participants drawn from academic and research institutions and their affiliated private institutions in the Central, Western, Eastern and Northern regions of Uganda. The topics to be covered include industry best practices for a Veterinary Clinical Quality Assurance (VICH) Good Clinical Practice (GCP), animal welfare and zoonoses.					
22	AFROHUN-Uganda designed and delivered a didactic course on infectious disease management. The course consists of seven modules (leadership in infectious disease management, gender in risk management, health policy analysis, bio-risk management, outbreak investigation and antimicrobial resistance). Modules will be delivered on-line and through face-to-face interaction. Faculty at Makerere University will harmonize these training materials in-order to suit the online module delivery.	This strategy on inter-disciplinary student training will be sustained as short courses to be offered by the university to both pre-service and in-service workers. The packaging of the One Health Institute as a short course for Makerere University is on-going and it is expected to be accomplished in Year 1. This adds to the already existing pool of self-paying short courses offered by the university. Initiatives to engage the university to institutionalize interdisciplinary teaching in Makerere are on-going under the University Framework.					
23	Five graduate students will be selected for a One Health Institute Fellowship through a competitive process. The fellows will be placed in different government and private sector institutions, including WHO, FAO-ECTAD, NAPHS, Communication for Healthy Communities (CHC), FHI 360°, Red Cross Community Pandemic Preparedness Program (CP3), and the One Health –Infectious Disease Institute Project. These students will receive mentorship in outbreak investigation, data collection and analysis, report and manuscript preparation, and will build competencies in communication and leadership. During their fellowships, each student will participate in at least one field/ community outreach activity.	This training is part of the cadre of OHW-NG activities that further prepares the OH Workforce to competently address health security issues.					

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24	Other			Experiential learning using Students' One Health Innovation Clubs				
25	Other			One Health Institute field attachment training				
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24	The certificate IDM course will be offered to about 545 students from Makerere University and MUST. Forty undergraduate and 5 graduate students from Makerere University Colleges offering Animal Health and Human Health Sciences, Business Economics, Food & Nutrition, Education, Environmental Studies, Agriculture, Social Sciences, and Anthropology will provide the bulk of the participants. A total of 500 students from MUST who are enrolled in Medicine, Pharmacy, Nursing, Pharmaceutical Sciences and Medical Laboratory Sciences programs will also participate. The IDM course will be implemented sequentially, starting with either of the universities. Students will be trained online with subsequent evaluations through quizzes and a 2-day face-to-face discussion before field placement.	These activities are aimed to trigger a paradigm shift in how professionals approach interventions to tackle health challenges and also generate new knowledge for the next generation of health workforce. A trained and competent OH workforce promotes capacity within the country and region to combat global health security threats.					
25	Forty students from Makerere University will participate in a training in community engagement where they will spend 10 days in the field interacting with communities at the One Health demonstration sites. Working jointly with the community, students will identify health challenges and find solutions to selected community problems.	Makerere University will have three One Health demonstration sites and 15 students will be based at each site. In addition to university faculty, a district/field-based supervisor representing the human and animal health sectors will be engaged at each site to assist with coordination of the community engagements and co-mentor the students.					
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1	Project Name:	One Health Work						
2	Country:	Vietnam						
3			JEE Baseline or self-assessment (2016)	Planned activities to reach next level or key benchmark that can be accomplished during the period	Expected Quarter completion			
4	Action Package (choose from drop-down)	Indicator			FY20Q 1	FY20Q 2	FY20Q 3	FY20Q 4
5	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Enhance resource sharing, collaboration, and learning across university networks to support high-quality pre-service education in One Health and to provide stakeholders access to information on the pipeline of One Health graduates for workforce assessment.				
6	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Develop a standardized One Health competency assessment toolkit using a capability maturity model in which trainees who will be entering the workforce can be evaluated at the basic, proficient, and advanced levels.				
7	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Engage One Health coordinating bodies to support workforce assessment and tracking.				
8	Human resources	D.4.1 An up-to-date multisectoral workforce strategy is in place	3	Support One Health policies at national and local levels, including strategies for a multisectoral workforce.				
9	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Establish an engaged multidisciplinary network of One Health professionals who can be activated during health emergencies.				
10	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the workforce by engaging in-service professionals in online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP).				
11	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Strengthen the functional and organizational capacities of the regional One Health University Networks as leaders in One Health workforce development.				

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3	<b>Projected Capacities</b>	<b>Additional context related to GHSA Action Packages (eg. Types of labs, planned pathogen testing, universities) If applicable, indicate partnerships with other implementers/donors/governments needed to achieve targets</b>			
4	Indicate if completed activities can make the case for achievement of next capacity level. If not or not sure, list 1-2 substantive benchmarks or milestones the activities will achieve on the road to the next capacity level.				
5	Establish a digital knowledge management platform that enhances resource sharing, collaboration, and learning across the university networks. The platform will enable the networks, universities, and other OHW-NG stakeholders to access information on both the current workforce and the pipeline of One Health graduates, assess the effectiveness of training activities, identify areas in which improved One Health competence is needed, and assess impact by triangulating training and assessment data with data on health outcomes.	The knowledge management platform enables the national health system access to real-time data for workforce monitoring, assessments, and insights equipping all sectors with intelligence on human resources available for health emergencies and routine decision making.			
6	Develop an assessment tool that will enable universities to implement systematic One Health competency assessments. The tool will be used to evaluate the performance of One Health graduates in the workforce and help determine where gaps exist, and how training programs can be updated to improve competencies.	The assessment tool empowers the national health system with knowledge on current workforce capacities to inform decision making and strategies for human resource and health workforce strengthening.			
7	Review existing data and fill gaps to map coordination of One Health workforce activities, identify multisectoral partnerships for OHW planning and management, identify opportunities to enhance OHW coordination, and assist universities in identifying ways to support OHW coordinating bodies.	One Health University Networks will actively engage with One Health Coordination Platforms and Desks to encourage and nurture multi-sectoral communication and national health security.			
8	Participate in local and national stakeholder meetings to support One Health policies and coordinate with partners on strategies to promote a multisectoral workforce and to institutionalize One Health approaches.	Technical support is provided to guide strategy on one health workforce retention, promotion of continuous education as well as a qualified workforce strengthening national health security.			
9	Establish a virtual One Health Academy that fosters a global network of One Health professionals. The Academy will be designed to provide opportunities to improve training techniques, research collaboration, and international visibility of One Health network contributions to knowledge and workforce development.	The Academy offers the opportunity to further develop multidisciplinary experts capable of promoting capacity for epidemic preparedness and control both within the country and region.			
10	Utilizing Project ECHO, engage in-service professionals spanning multiple disciplines across the government and private sectors (veterinary medicine, public health, agriculture, pharmaceuticals, wildlife and natural resources) in sustainable virtual training opportunities on One Health.	Sessions will focus on important global health issues, such as the COVID-19 outbreak ensuring appropriate human resources are available in relevant sectors at national and international levels.			
11	Provide the OH University Networks with multi-modal capacity-building to enhance their organizations in a stepwise approach, measurably improving across all seven domains of USAID's Organizational Capacity Assessment Tool (governance, administration, human resources, financial management, organizational management, program management, and project performance management).	Network organizational capacity ensures the continuous development of human resources in both the required sectors and levels to support health security of the country and region.			

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12	Human resources	D.4.2 Human resources are available to effectively implement IHR	4	Provide innovative pre-service and in-service training opportunities to students and early career professionals through the Rx One Health Field Institute.				
13	Human resources	D.4.3 In-service trainings are available	3	Strengthen the workforce by providing online training and peer-to-peer learning opportunities through a regional Virtual Community of Practice (VCoP) for One Health faculty and in-service professionals.				
14	Human resources	D.4.3 In-service trainings are available	3	Curate and update existing One Health training materials and evaluation tools, and develop new One Health curricula content to help build a well-trained and technically proficient workforce pipeline.				
15	Human resources	D.4.3 In-service trainings are available	3	Conduct workshop on finalizing the teaching materials for training courses on applying One Health core competencies to develop the zoonotic disease prevention plan for health and veterinary staff				
16	Other			Support student One Health clubs to innovate and participate in the open One Health Academy				
17	Other			The One Health Camp for students on risk communication of zoonotic diseases				
18	Other			One Health practice at OH field-site in Nghe An, Can Tho, Ho Chi Minh, Hanoi, Thai Nguyen,				
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12	The Rx One Health Field Institute is a transformative 4-week field-based experiential learning course focused on One Health core competencies for graduate students and early career professionals from all disciplines. Organized and taught by experts from the OHW-NG global team, Sokoine University of Agriculture, and Ifakara Health Institute, Rx One Health participants from around the world develop skills in community engagement, biorisk management, research methods, ecosystem dynamics, infectious disease surveillance, biosafety, biosecurity, food safety, agriculture, hydrology, marine ecology, risk communication, ethics, teamwork, and One Health leadership. The course includes hands-on, practical learning experiences, case studies, group discussions and field exercises in Tanzania, East Africa.	The participants who will join this experiential learning course are from diverse backgrounds. The course aims to improve knowledge and capacity of the participants in a broad range of One Health skills needed to effectively implement IHR.			
13	Establish sustainable online training opportunities for students, university faculty, and in-service professionals on One Health.	The sessions will focus on important global health issues, such as the COVID-19 outbreak. These trainings will establish skills and competency standards for the OH workforce targeting gaps in health security as identified by the JEE.			
14	Curate One Health trainings and evaluation tools across academic institutions into a One Health Academy. The One Health Academy will offer pre-service and in-service trainees a menu of activities to achieve one or more of the 16 One Health competencies, and to earn official recognition at each stage.	Offerings will be tailored to address workforce and health security gaps. OHW-NG will work with regulatory bodies to adopt this OH Academy structure in their continuing professional development programs at a national level, to allow for formal credentialing of health professionals and further guaranteeing a well-trained and effective health workforce.			
15	A two-day workshop will be organized in order to bring together all of trainers (university faculty, and experts from OHW-NG global team, USAID, FAO, Center for Disease Control, and Sub-Department of Animal Health at provincial level) with experience teaching courses and are involved in processing of revised materials. The objective of the workshop is finalizing the training material for the training course on applying OHCC to develop the zoonotic disease prevention plan for health and veterinary staff; and also improving capacity of faculty in developing One Health training programs for current staff and students.	This workshop aims at developing standard quality for teaching future training courses. The One Health training contents revised after this workshop will be used to train current health and veterinary staff at the district and communal levels, and students.			
16	VOHUN will continue to support 15 OHSC for implementing their activities. The objectives of OHSC are to learn and share knowledge and skills on OH topics, to apply OHCC in field activities, and to conduct community outreach. Student become involved in a variety of activities: scientific seminars to discuss OH topics; work within communities to prevent zoonotic diseases; creation of new initiatives related to OH among undergraduate and graduate students as well as participation in OH related competitions.	By engaging students through the OHSC, VOHUN will be able to establish competency in OH skills. These students upon graduation will become part of the Vietnam health workforce increasing capacity to respond to health security threats.			
17	With the objective of improving the student's capacity, VOHUN NCO plans for One Health Camp for Vietnamese students on Risk communication of zoonotic diseases. Fifty Students will be selected through an online evaluation from all 22 faculty/university members to join the One Health camp, as it is an event for students to organize a contest to learn about One Health topics. Students will gain knowledge on zoonoses and other infectious diseases, and will work in 4 groups to develop a communication strategy using OH core competencies in a specific community.	During the main camp, students will attend the OH short training course with the topic by zoonosis risk communication, the lecture will be given by OH lecturers. After the training course, students will be put in a competition to check their preparation before they come to the field and implement the communication strategy. This event will help to spread knowledge about OH and the OH approach to many VOHUN students. Participants upon graduation will become part of the trained and competent Vietnamese OH workforce.			
18	VOHUN will support Vinh Medical University, Can Tho University/Faculty of Veterinary Medicine; Can Tho University of Medicine and Pharmacy, Ho Chi Minh city Nong Lam University, and University of Medicine and Pharmacy, HMU, HUPH, VNUA, Thai Nguyen UMP, and UAF for teaching the practical part of the One Health module in OH field-sites. Around 100 public health and preventive medicine students will be taught in each area, using guided One Health practice in the community by University partner lecturers, health and veterinary staff.	To prepare and conduct this training course, the partner Universities will meet and discuss with experts from OHW-NG global team, USAID, Center for Disease Control, and Sub-Department of Animal Health about the contents of training course to ensure it aligns with community needs. This activity will be organized in one week with certain activities such as lectures, investigations, interviews, and development planning. In 2020, VOHUN will be involved one private university in Nghe An province, where they have faculty of veterinary medicine. Therefore, in the future medical students and veterinary students will have a chance to learn One Health skills in the field together.			
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